

MARKETING AND MANAGEMENT I - PRINCIPLES

Marketing and Management I – Principles focuses on the study of marketing concepts and their practical application. Students will examine risks and challenges marketers face to establish a competitive edge. Subject matter includes economics, marketing foundations/functions and human resource leadership development. Skills in communication, mathematics, economics and psychology are reinforced in this course.

Recommended Credits:	1/2 – 3*
Recommended Grade Levels:	10 th , 11 th , 12 th
Course Substitution:	Economics

***Note 1:** Standards to be completed for ½ credit are identified with one asterisk (*). Additional standards to be completed for 1 credit are identified with two asterisks (**).

A paid, credit-generating work-based learning component is recommended for advanced students for up to 2 additional credits. This standard is identified by three asterisks (***)



Marketing and Management Principles I

***STANDARD 1.0**

The student will understand the relevance of the marketing foundations and how they impact all individuals, professions and entities.

***STANDARD 2.0**

The student will gain an understanding of economic concepts and principles in a global economy.

***STANDARD 3.0**

The student will develop techniques of professional selling.

****STANDARD 4.0**

The student will analyze promotion as it relates to the marketing mix.

****STANDARD 5.0**

The student will examine the nature and scope of product/service management.

****STANDARD 6.0**

The student will evaluate strategies utilized in determining and adjusting prices to maximize return and ensure customer satisfaction.

****STANDARD 7.0**

The student will analyze the importance of distribution in marketing and management.

***STANDARD 8.0**

The student will develop human resource skills to be used in preparing for a marketing career.

***STANDARD 9.0**

The student will apply organizational and leadership skills.

*****STANDARD 10.0**

The student will analyze how Marketing and Management I principles are applied in a specific work-based learning experience.

***STANDARD 11.0**

The student will understand the importance of academic subject matter integration in the area of

marketing.

Marketing and Management Principles I

COURSE DESCRIPTION: A study of marketing concepts and principles and their practical application. Students will examine risks and challenges marketers face to establish a competitive edge. Subject matter includes economics, marketing foundations/functions with emphasis on selling, promotion, product/service management, pricing and distribution. In addition, this course will explore human resource and leadership development.

STANDARD 1.0

The student will understand the relevance of the marketing foundations and how they impact all individuals, professions and entities.

LEARNING EXPECTATIONS

The student will:

- 1.1 Analyze the benefits of marketing and their importance.
- 1.2 Examine marketing functions and related activities.
- 1.3 Differentiate the various markets.
- 1.4 Assess the concept of market segmentation.
- 1.5 Evaluate the marketing mix and its contribution to successful marketing.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 1.1 Compares and contrasts the effects of marketing activities.
- 1.2 Categorizes activities for each of the marketing functions.
- 1.3 Distinguishes the characteristics of the various markets.
- 1.4 Distinguishes among geographic, demographic, psychographic, and behavioral segmentation.
- 1.5 Analyzes the components of the marketing mix.

INTEGRATION/LINKAGES

Mathematics, Social Science, Language Arts, Science, Technology, DECA

SAMPLE PERFORMANCE TASKS

- Develop a demographic profile of a class.
- Create a visual presentation of the marketing mix for a product.

STANDARD 2.0

The student will gain an understanding of economic concepts and principles in a global economy.

LEARNING EXPECTATIONS

The student will:

- 2.1 Differentiate between the types of economic systems including the interrelationship of business, government and individuals.

- 2.2 Assess economic concepts globally.
- 2.3 Analyze the free enterprise system.
- 2.4 Examine economic indicators and business cycles.
- 2.5 Demonstrate a knowledge of international trade.
- 2.6 Evaluate the relationship of cost/profit to supply and demand.
- 2.7 Evaluate the effects of monetary and fiscal policies on economic decisions.
- 2.8 Examine the relationship of values/beliefs to economic goals.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 2.1 Compares and contrasts the ways economic systems answer the basic economic questions utilizing resources available.
- 2.2 Categorizes the economic concepts of the various economic systems.
- 2.3a Debates the role of government regulations in business.
- 2.3b Compares the types of businesses in a free enterprise system.
- 2.4 Compares and contrasts the impact of the economic indicators on the business cycle including employment, growth, and inflation factors.
- 2.5 Evaluates the advantages and disadvantages of international trade.
- 2.6 Distinguishes the impact of productivity in relation to cost/profit, supply, demand, and national income.
- 2.7 Evaluates the effect of cultural beliefs on economic decisions in a country.
- 2.8 Debates the effects of monetary policies on international trade agreements.

INTEGRATION/LINKAGES

Mathematics, Social Studies, Language Arts, Science, Technology, DECA

SAMPLE PERFORMANCE TASKS

- Role-play a voluntary free-trade scenario.
- Prepare a supply and demand curve for a product in the school store, identifying equilibrium, and price. Give a rationale for the curve.
- Choose a country and compare its economy to that of the United States.

STANDARD 3.0

The student will understand the nature and scope of selling.

LEARNING EXPECTATIONS

The student will:

- 3.1 Understand the concepts and techniques of selling.
- 3.2 Analyze the factors that influence customer buying decisions.
- 3.3 Demonstrate the selling process and techniques used in marketing and management.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 3.1 Analyzes the profile of a successful salesperson.
- 3.2 Appraises steps in customer decision-making.
- 3.3 Compares and contrasts the techniques used in a sales presentation.

INTEGRATION/LINKAGES

Mathematics, Social Science, Language Arts, Science, Technology, DECA

SAMPLE PERFORMANCE TASKS

- Perform a sales presentation.
- Create an outline for a sales training manual.
- Collect and organize product information to satisfy customer needs.

STANDARD 4.0

The student will analyze promotion as it relates to the marketing mix.

LEARNING EXPECTATIONS

The student will:

- 4.1 Examine the types of the promotions in marketing and management.
- 4.2 Distinguish between institutional and promotional advertising.
- 4.3 Differentiate between different types of advertising media.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 4.1 Analyzes the components of a promotional mix.
- 4.2 Compares and contrasts the use of institutional and promotional advertising.
- 4.3 Evaluates the advantages and disadvantages of advertising media.

INTEGRATION/LINKAGES

Mathematics, Social Science, Language Arts, Science, Technology, DECA, Art and Design

SAMPLE PERFORMANCE TASKS

- Design an advertisement for a product or a service.
- Obtain local advertising rates from radio, television and newspaper companies.

STANDARD 5.0

The student will examine the nature and scope of product/service management.

LEARNING EXPECTATIONS

The student will:

- 5.1 Examine the components of product/service planning.
- 5.2 Assess the importance of extended product/service features.
- 5.3 Evaluate the importance of branding, packaging, and labeling.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 5.1 Distinguishes the components of the product mix.
- 5.2 Compares the different extended product features.
- 5.3 Analyzes the branding elements.

INTEGRATION/LINKAGES

Mathematics, Social Science, Language Arts, Science, Technology, DECA

SAMPLE PERFORMANCE TASKS

- Design a brand, label, and package for a new product.
- Develop a warranty for a product.

STANDARD 6.0

The student will evaluate strategies utilized in determining and adjusting prices to maximize return and ensure customer satisfaction.

LEARNING EXPECTATIONS

The student will:

- 6.1 Distinguish the importance of price planning.
- 6.2 Determine pricing strategies.
- 6.3 Analyze pricing mathematical procedures.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 6.1 Analyzes pricing goals.
- 6.2 Compares and constructs pricing strategies.
- 6.3 Calculates selling prices.

INTEGRATION/LINKAGES

Mathematics, Social Science, Language Arts, Science, Technology, DECA.

SAMPLE PERFORMANCE TASKS

- Conduct a pricing survey at a local retail store.
- For a one-week period, look through current magazines and newspapers for advertisements and notices of customer discounts.

STANDARD 7.0

The student will analyze the importance of distribution in marketing and management.

LEARNING EXPECTATIONS

The student will:

- 7.1 Distinguish channels of distribution and channel members.
- 7.2 Examine the nature and scope of physical distribution.
- 7.3 Compare and contrast stock handling and inventory control.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 7.1 Compares the channels of distribution for the consumer and industrial market.
- 7.2 Analyzes the components of transportation and storage facilities.
- 7.3 Differentiates the stock-handling process from inventory control systems.

INTEGRATION/LINKAGES

Mathematics, Social Science, Language Arts, Science, Technology, DECA

SAMPLE PERFORMANCE TASKS

- Trace channel of distribution for a consumer product.
- Maintain an inventory in the school store or for a sales project.

STANDARD 8.0

The student will develop human resource skills to be used in preparing for a marketing career.

LEARNING EXPECTATIONS

The student will:

- 8.1 Categorize opportunities available for a career in marketing.
- 8.2 Distinguish techniques necessary for acquiring a marketing job.
- 8.3 Analyze the importance of communication skills in marketing.
- 8.4 Appraise appropriate interpersonal skills needed in marketing careers.

PERFORMANCE STANDARDS: EVIDENCE STANDARDS IS MET

The student:

- 8.1 Compares and contrasts marketing careers from entry-level to management.
- 8.2 Examines proper job application and interview procedures.
- 8.3 Relates the verbal, nonverbal, and written communication skills needed in marketing.
- 8.4 Categorizes interpersonal skills specific to marketing employees and their customers.

INTEGRATION/LINKAGES

Mathematics, Social Science, Language Arts, Science, Technology, DECA

SAMPLE PERFORMANCE TASKS

- Role-play a job interview.
- Describe three interpersonal skills that make each of the following careers successful: marketing management, retail salesperson, cashier, buyer.

STANDARD 9.0

The student will apply organizational and leadership skills.

LEARNING EXPECTATIONS

The student will:

- 9.1 Demonstrate a knowledge of DECA.
- 9.2 Utilize critical thinking in decision-making situations.
- 9.3 Identify and develop personal characteristics needed in leadership situations.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 9.1 Relates his/her knowledge of DECA through a written or an oral evaluation.
- 9.2 Solves problems using role-play, team decision-making and DECA projects.
- 9.3 Accepts task/project responsibilities in the class or DECA activities.

INTEGRATION/LINKAGES

SCANS, National Marketing Education Standards, Marketing Education Advisory Committee, Chamber Partnerships, English, Speech, Mathematics, Business Communications

SAMPLE PERFORMANCE TASKS

- Join and participate in DECA.
- Make a passing score on an oral or written evaluation on DECA and leadership.
- Compete in regional, state, and national DECA competitive events.
- Run for state or national DECA officer.
- Participate in group projects.
- Organize a DECA project.

STANDARD 10.0

The student will analyze how Marketing and Management I principles are applied in a specific work-based learning experience.

LEARNING EXPECTATIONS

The student will:

- 10.1 Apply principles of marketing and management to a work-based situation.
- 10.2 Integrate time management principles in organizing his/her schedule to include school, work, social, and other activities.

- 10.3 Evaluate and apply principles of ethics as they relate to the work-based experience.
- 10.4 Employ the principles of safety to the work-based experience.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 10.1 Scores average or above on the employer performance evaluation.
- 10.2 Designs a plan to include his/her schedule of activities.
- 10.3 Records and assesses workplace events based on their ethical implications.
- 10.4 Applies safety rules and regulations to the work site.

INTEGRATION/LINKAGES

SCANS, National Marketing Education Standards, Community Employers, Language Arts, Mathematics, Science

SAMPLE PERFORMANCE TASKS

- Compose and maintain a journal to include general work site experiences, time management planning, and evaluation of ethical behavior.
- Create a training manual for a new employee outlining the safety considerations for the job.
- Keep a report of wages and hours on the job.

SUGGESTED RESOURCES

Area Chamber Partnerships, Vocational Advisory Committees

STANDARD 11.0

The student will understand the importance of subject matter integration in the area of marketing.

LEARNING EXPECTATIONS

The student will:

Social Studies

- 11.1 Differentiate between the types of economic systems.
- 11.2 Assess economic concepts in a market economy.
- 11.3 Analyze the role of government in a free enterprise system.
- 11.4 Examine economic indicators and business cycles.
- 11.5 Demonstrate a knowledge of international trade.
- 11.6 Distinguish among geographic, demographic, psychographic and behavioral segmentation.

Language and Fine Arts

- 11.7 Develop creative thinking skills.
- 11.8 Develop vocabulary and writing skills.
- 11.9 Analyze, compare, interpret, and apply basic concepts.
- 11.10 Express ideas and information clearly using proper terminology and grammar.

Mathematics

11.11 Perform mathematical calculations using algebraic expressions.

Technology

11.12 Examine computer applications in marketing.

11.13 Discuss the future of technology in marketing.

Science

11.14 Evaluate environmental laws in business.

11.15 Recognize the influence of science in product development.

11.16 Analyze the use of natural resources in economic systems.

11.17 Examine the effects of recycling on the environment.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

Social Studies

11.1 Compares the characteristics and goals of the economic system.

11.2 Compares and contrasts the economic freedoms of the Free Enterprise System.

11.3 Analyzes government regulations as related to environment, safety and business.

11.4 Appraises the effects of economic indicators and business cycles on society.

11.5 Examines international trade and its effect on the American economy.

11.6 Evaluates geographic, demographic and psychographic trends in business and their effects on the economy.

Language and Fine Arts

11.7 Creates 2-3 solutions to a given scenario/problem.

11.8 Demonstrates the verbal, nonverbal and written communication skills needed in business.

11.9 Presents oral and written persuasive reports.

11.10 Role-plays a given scenario requiring the verbal transfer of information.

Mathematics

11.11a Calculates sales tax.

11.11b Reads charts and graphs.

11.11c Determines invoice dates and discounts.

11.11 d Calculates markup and markdown.

Technology

11.12 Prepares a report on technological impacts to the marketing process in the last ten years.

11.13 Researches the predicted technology trends for the next ten years.

Science

11.14 Researches the environmental laws affecting a selected business.

11.15 Examines form utility as used in product development.

11.16 Compares and contrasts government uses of natural resources in economic systems.

11.17 Appraises recycling efforts used in business.

INTEGRATION/LINKAGES

Math, Psychology, Social Studies, SCANS, Vocational Student Organizations, English, Speech, Office Technology, Chamber of Commerce, Small Business Administration

SAMPLE PERFORMANCE TASKS

- Write a report on labor laws in the United States.
- Prepare a written report on a local business.
- Research a business on the Internet.
- Design a school recycling program.

SUGGESTED RESOURCES

MarkEd – Marketing Education Resource Center
MarkEd Laps
SCANS
Marketing Essentials; Glencoe
Marketing Foundations and Functions; Southwestern
Marketing Practices and Principles; Glencoe
National Marketing Education Standards
Chamber of Commerce
Small Business Administration
Community Employers
English, Math, and Science Teachers
Secondary Social Studies Framework
Sales and Marketing Executives
Local Newspaper; Television, Radio Station
Local Retail Store
Product Warranties
Business Magazines
Local Distribution or Wholesale Company.
Career Videos
Resume Software Application Forms From Local Businesses
National DECA
DECA Guide
Tennessee Marketing and DECA Operations Guide
DECA: A Continuing Tradition of Excellence